



CONTENT STANDARD

Students in Wisconsin will develop the ability to participate in business transactions in both domestic and international business.

Rationale: Businesses are taking on a global focus and workers must be able to participate in both domestic and international environments in order to succeed. Therefore, students need to be able to work in a variety of business and office settings.

PERFORMANCE STANDARDS

- G.12.1 Define international business
- G.12.2 Explain the difference between a domestic and international company
- G.12.3 Locate major trade regions of the world (see SS A.12.6, A.12.7)
- G.12.4 Determine time in different parts of the world (see SS A.4.5)
- G.12.5 Identify careers that are influenced by international business
- G.12.6 Recognize challenges in business related to people speaking various languages
- G.12.7 Identify currencies used throughout the world
- G.12.8 Calculate simple currency exchange transactions
- G.12.9 Identify requirements for traveling abroad

Research Domestic and International Businesses

Standards

- G.12.1 Define international business
- G.12.2 Explain the difference between a domestic and international company

Scenario

The Chamber of Commerce is preparing a publication called, "Meet Our Businesses: Domestic and Connected to the World" to be distributed at the Business Expo this spring. You have been asked to help the Chamber by researching two companies in your area. Your research results will be used in the publication.

Directions

In this activity, you will be learning the definitions of domestic business and international business. You will also be investigating and reporting on a local firm that conducts business only in the United States (a domestic business) and another firm which conducts business internationally or has operations in another country (an international business). You will talk with someone in the companies, research print materials and the Internet, and prepare a report or multimedia presentation about your chosen businesses.

Complete your activity by following the procedure below:

1. Choose two companies to compare and contrast from each of the lists that your instructor provides.
2. Collect data about your companies from periodicals, company publications, and the Internet.
3. Prepare a list of questions to ask managers of the companies—this will accompany your final report.
4. Interview a manager from each company using the questions which you prepared.
5. Prepare a word-processed report or multimedia presentation comparing the two companies as indicated below:
 - a. Whether the company is a domestic or an international company and why
 - b. The history of the companies
 - c. The products the companies sell
 - d. Company operations

- e. If it is an international company, include information about:
 - Its transition from a domestic company to an international company
 - What nations the company does business in
 - Their export and import practices
 - Examples of ways the company adapted to other societies
 - Challenges the company has in international business
 - f. Other interesting information you would like to share with your classmates and the Chamber of Commerce
6. Present your report to your peers in an oral presentation.

Research Domestic and International Businesses

Scoring Standard

You must achieve a rating of at least “1” on each criterion to demonstrate competence.

Rating Scale

- 2= Exceeds expectations
- 1= Meets expectations
- 0= Does not meet expectations

Student Name _____ Date _____

Scoring Guide

Criteria	Rating	Comments
1. Presentation is multimedia or written report	2 1 0	
2. Presentation or written report defines international business	2 1 0	
3. Presentation or written report identifies characteristics which define a domestic company	2 1 0	
4. Presentation or written report identifies characteristics which define an international company	2 1 0	
5. Presentation or written report includes history of company, products company sells and company operations	2 1 0	
6. Presentation or written report includes transition from a domestic company to an international company	2 1 0	
7. Presentation or written report includes the nations the company does business with	2 1 0	
8. Presentation or written report includes export and import practices	2 1 0	
9. Presentation or written report includes examples of ways the company adapted to other societies	2 1 0	
10. Presentation or written report includes challenges the company has in international business	2 1 0	
11. Presentation or written report contains correct spelling, grammar and punctuation	2 1 0	

Teacher _____ Date _____

Directions to Teacher

Definitions that your students need to know before beginning the research project:

International business includes all of the business activities necessary for creating, shipping, and selling goods and services across national borders. The making, buying, and selling of goods and services within a country is a domestic business. (Business in a Global Economy, South Western, 1996)

You will need to prepare a list of domestic companies and a list of international companies. Separate the domestic and international company names so that students will choose one from each list. You may choose to make this a partner activity.

The Chamber of Commerce can help you prepare a list of domestic companies and international companies and contact persons. You may want to have students perform a mock interview in class before interviewing the contact person. An alternative to having the students interview managers would be to provide printed information from the various companies.

Other student activity ideas for meeting this standard:

- Participate in class discussion
- Prepare a poster that shows examples of domestic business and examples of international business
- Listen to a guest speaker representing a domestic business
- Listen to a guest speaker representing an international business
- Create a classroom display of "typically American" products and identify the home country of each product
- Compare two different retail products, one made in the U.S. and one made in another country, and relate differences in product to differences in company and country of origin
- Play "Jeopardy" type game, which includes domestic and international business as a part of the definitions category

Locate Trade Regions

Standard

G.12.3 Locate major trade regions of the world (see SS A.12.6, A.12.7)

Directions

In this activity, you will be naming and locating three major trade regions on a world map. As you complete this activity, you will be reviewing continent and country names. You will also be introduced to several "minor" trade regions. Follow the directions outlined in the scenario below.

Scenario

You are employed by EastBay, a company based in Wausau, Wisconsin. EastBay started out as a two-person operation selling shoes to athletes. Now your company's product base has expanded from shoes to all sorts of athletic apparel, shoes, and accessories. Even though the home office of EastBay is in Wausau, Wisconsin, your customers reside in the three major trade regions of the world.

On a map:

- Locate and circle the countries belonging to the North America trade region and label three countries
- Locate and circle the countries belonging to the Pacific Rim trade region and label seven countries
- Locate and circle the countries belonging to the European trade region and label seven countries

Student Name _____ Date _____

Locate Trade Regions*Scoring Standard*

You must achieve a rating of "yes" on each criterion to demonstrate competence.

Rating Scale

Yes= Covered the criterion accurately and completely.

No= Did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating	Comments
1. You participate in a map reading exercise pertaining to trade regions throughout the world	Yes No	
2. You locate three countries included in the North American trade region	Yes No	
3. You label three countries in the North American trade region accurately	Yes No	
4. You locate seven countries in the European trade region	Yes No	
5. You label seven countries in the European trade region	Yes No	
6. You locate seven countries included in the Pacific Rim trade region	Yes No	
7. You label Pacific Rim trade region's countries	Yes No	

Teacher _____ Date _____

Directions to Teacher

You will need a world map for leading this activity. Provide a blank world map for each student. An alternate activity is to have students prepare/draw a world map of their own. If you would like to provide additional information about EastBay, go to <http://www.eastbay.com> or request a catalog at 800-826-2205.

Background trade region information needed (note: country names and borders may change):

- Countries included in the North America trade region include: Canada, United States, and Mexico.
- Countries included in the European trade region include: Albania, Austria, Belgium, Bosnia-Herzegovina, Bulgaria, Belarus, Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Moldova, Montenegro, the Netherlands, Norway, Poland, Portugal, Romania, Russia, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, and United Kingdom.
- Countries included in the Pacific Rim trade region include: Australia, Hong Kong, Indonesia, Japan, Malaysia, Bruner, New Guinea, New Zealand, The People's Republic of China, the Phillipines, Singapore, South Korea, Taiwan, and Thailand.

Class discussion could continue into locating and labeling the minor trade regions: Central America, Caribbean Basin, South America, North Africa, and Middle East. This also may be an appropriate time to introduce trade organizations like EC, EFTA, CACM, CARICOM, LAIA, Andean Pact, and ASEAN.

Other student activity ideas for meeting this standard:

- Participate in class discussion
- Listen to a guest speaker
- On a classroom world map, locate and label countries, continents, major and minor trade regions
- From a list of trading ports, match the trading port with the country.
- Label these trading ports on a map. Calculate the trade routes from port to port
- Student draws the name of a country from a box, identifies the location of that country on a world map and identifies the name of the trade region it belongs to
- Locate Wisconsin's major trade partners on a world map and indicate which trade region the country belongs to

- Divide students into groups. Assign each group one trade region and each student one country in the trade region. Students compile information about their country, and all the members of the trade-region group prepare a classroom presentation.

An alternative to using EastBay as the company listed in the scenario would be to use Land's End headquartered in Dodgeville, Wisconsin.

Time Zones

Standard

G.12.4 Determine time in different parts of the world (see SS A.4.5)

Directions

Knowledge of time zones is important in international business. In this activity, you will be using the telephone book and the Internet or a time conversion chart to convert time from one time zone to another.

Scenario

You work for Coca-Cola®. Coke® is an international company and sells soft drinks in nearly 200 countries around the world. Approximately 70 percent of your company volume and 80 percent of company profit comes from outside the United States. As a part of your job, you place many calls to the Coca-Cola® companies outside of the United States. It's tricky because your normal working hours are 9 a.m. - 5 p.m., and you must always be aware of what time it is in the country you are calling and their business hours. Sometimes you have had to call from home and in the middle of the night to reach the people you need to talk with!

You are leaving on vacation for two weeks, and a replacement will be coming in to do your job. Prepare a chart to be placed next to the phone indicating time conversions, so you can be sure that the call is being placed during business hours at the location being called. Use the telephone book, (Internet or time conversion) chart to help you.

Time Zones Chart

Country	City	Time difference	9am Monday	Noon Monday	1pm Monday	5pm Monday	Additional Notes
Canada	Toronto						
Japan	Tokyo						
United Kingdom	London						
Mexico	Mexico City						
France	Paris						
Netherlands	Amsterdam						
Brazil	Sao Paulo						
Germany	Frankfurt						
Australia	Sydney						
Spain	Madrid						
U.S.	New York City						

Other information to remember about business hours in selected countries:

Canada _____

Japan _____

United Kingdom _____

Mexico _____

France _____

Netherlands _____

Brazil _____

Germany _____

Australia _____

Spain _____

New York City _____

Student Name _____ Date _____

Time Zones

Scoring Standard

You must achieve a rating of at least "1" on each criterion to demonstrate competence.

Rating Scale

2= Exceeds expectations

1= Meets expectations

0= Does not meet expectations

Scoring Guide

Criteria	Rating	Comments
1. You list time difference for each city	2 1 0	
2. You determine time conversions for Canada	2 1 0	
3. You determine time conversions for Japan	2 1 0	
4. You determine time conversions for United Kingdom	2 1 0	
5. You determine time conversions for Mexico	2 1 0	
6. You determine time conversions for France	2 1 0	
7. You determine time conversions for Netherlands	2 1 0	
8. You determine time conversions for Brazil	2 1 0	
9. You determine time conversions for Germany	2 1 0	
10. You determine time conversions for Australia	2 1 0	
11. You determine time conversions for Spain	2 1 0	
12. You determine time conversions for New York City	2 1 0	

Teacher _____ Date _____

Directions to Teacher

You will need access to the information pages in the front of the phone book, a map of the world time zones, or an Internet web page to assist in this activity. A discussion of Greenwich Mean Time may be appropriate at this time.

Web pages that might be helpful:

- <http://www.thecoca-colacompany.com/>
- www.travelworld.com
- <http://www.travel.com.hk>
- <http://www.timeticker.com>
- <http://www.infohub.com>

Make copies of the Time Zone Chart for each student.

Produce International Business Careers Brochures

Standard

G.12.5 Identify careers that are influenced by international business

Directions

For this activity you will:

1. Research 10 careers that require international business knowledge
2. Select one career to investigate further
3. Research about the nature of work, specifically looking for:
 - duties, pros, and cons
 - educational requirements
 - income — entry and range
 - outlook — Wisconsin and nationally
 - advancement opportunities
 - personal characteristics needed
 - related careers
 - things you could do in high school to prepare for this career
4. After gathering the information prepare a brochure about this career including:
 - 10 careers associated with international business
 - nature of work including pros, cons, duties
 - educational requirements
 - income — entry and range
 - outlook in Wisconsin and nationally
 - advancement opportunities
 - personal characteristics needed
 - related careers
5. Compile the brochure using a computer software application of choice
6. Print the brochure. Make sure your brochure is organized and easy to read and uses correct spelling, grammar and punctuation.

Prompt

Next month your Future Business Leaders of America (FBLA) chapter is sponsoring a business career fair at the mall, and your class is in charge of producing brochures about international business careers. These brochures will be distributed to high school students or adults who stop at the international business careers booth.

Choose a career to investigate, register it with your instructor so there are no duplicates, and begin to research your career using a variety of resources including the Internet, Job Service, university placement information, interviews, etc. Take notes and prepare your brochure according to the guidelines.

Student Name _____ Date _____

Produce International Business Careers Brochures

Scoring Standard

You must achieve a rating of at least "1" on each criterion to demonstrate competence.

Rating Scale

2= Exceeds expectations

1= Meets expectations

0= Does not meet expectations

Scoring Guide

Criteria	Rating	Comments
1. You identify 10 careers associated with international business	2 1 0	
2. Brochure contains nature of work—duties, pros and cons	2 1 0	
3. Brochure contains educational requirements—high school and post high school	2 1 0	
4. Brochure contains income—entry and range	2 1 0	
5. Brochure contains outlook—Wisconsin and nationally; advancement opportunities	2 1 0	
6. Brochure contains personal characteristics needed	2 1 0	
7. Brochure contains related careers	2 1 0	
8. Brochure uses software application for formatting	2 1 0	
9. Brochure is organized and easy to read	2 1 0	
10. Brochure is printed	2 1 0	
11. Brochure contains correct spelling, grammar and punctuation	2 1 0	

Teacher _____ Date _____

Directions to Teacher

Provide an example of a completed brochure so the students see an acceptable format. Students should research the career using a variety of resources which could include the Internet, Job Service, university placement information, interviews, etc. Students can prepare this brochure using desktop publishing software or paper and pen. The brochure should meet the criteria listed on the scoring guide.

Other student activity ideas for meeting this standard:

- Participate in class discussion
- Listen to a guest speaker
- Interview someone who is in an international business-related career
- Research careers that require international business knowledge on the Internet
- Give an oral presentation about a career that involves international business knowledge
- Write a research paper on an international business related career
- Job shadow a person in an international business related career
- Create a multi-media presentation about an international business related career
- Create a brochure
- View a video
- Write a job description for a particular international business career
- Discuss government service careers: ambassadors, attachés, diplomats, customs officials, and international trade specialists
- Invite business people representing international business careers to the school's career fair
- Contribute to a career opportunity fair

Challenges with Languages

Standard

G.12.6 Recognize challenges in business related to people speaking various languages

Scenario

You were recently hired as an assistant manager at DCE Multinational Company. Your company does business with 120 countries in the world, but so far no visitors from another country have visited while you have been working. In four weeks, three executives from _____ (select a country from the list your instructor provides) will be arriving in Wisconsin. You have been told that these executives speak limited English. Plan and conduct a training session for your staff preparing them for the visit. The training session should include "Tips for Communicating with _____ (indicate nationality)" and a role play. See the scoring guide for specific requirements.

Topics to include in the training session and role play:

- General tips for communicating with a person who speaks limited English or _____ (name of language)
- Greeting
- Use of titles and surnames
- Nonverbal language: gestures, eye contact, distance between people while speaking
- Business card usage
- Gift giving
- Dress
- General business etiquette

Directions

The ability to communicate is important in international business. In this activity, you will learn about challenges of doing business when people speak various languages by participating in a role play.

1. Select an international business destination where English is not the first language.
2. Create a tip sheet listing a minimum of seven tips for communicating with a person who speaks no or limited English.
3. Write a short (less than 5 minute) role play creating a role for both the English speaking person and non-English speaking person.

4. Your role play should include the following:

- the use of proper title and surnames
- introduction with business cards
- appropriately dressed participants for country
- general business etiquette

Student Name _____ Date _____

Challenges with Languages

Scoring Standard

You must achieve a rating of at least "1" on each criterion to demonstrate competence.

Rating Scale

2= Exceeds expectations

1= Meets expectations

0= Does not meet expectations

Scoring Guide

Criteria	Rating	Comments
1. Tip sheet lists a minimum of seven tips for communicating with a person who speaks no English or limited English	2 1 0	
2. Role play is written for two people	2 1 0	
3. Role play includes country's greeting	2 1 0	
4. Role play includes the use of proper title and surnames	2 1 0	
5. Role play addresses nonverbal language	2 1 0	
6. Role play uses business card	2 1 0	
7. Role play demonstrates appropriately dressed participants for country	2 1 0	
8. Role play demonstrates general business etiquette	2 1 0	

Teacher _____ Date _____

Directions to Teacher

Students will be investigating communication challenges when dealing with business people who speak other languages. This activity has been set up so students continue to research a particular country that fits business protocol, but they also investigate general tips for communicating. The students will need access to the Internet and reference materials to help them with this project. The ending products are a "Tip Sheet" and a role play.

Some sample communication tips include:

- Speak slowly, simply, and carefully. Never shout to be understood.
- Personal space requirements vary in different cultures.
- Eye contact requirements vary in different cultures.
- Be more polite and formal. Resist the temptation to use first names until invited to do so.
- Speak a few polite social words in the foreign language. It is much appreciated.
- Avoid slang as much as possible.
- Provide bilingual agendas.
- Avoid difficult words when simple words can be used.
- The visitor should be complemented and reassured of his/her ability to speak English.
- Don't talk or write about seasons or holidays. Not everyone celebrates our American holidays.
- Be a good listener and think of the other person first.

Other student activity ideas for meeting this standard:

- Participate in a class discussion.
- Listen to a guest speaker.
- Role-play accepted greetings in various countries.
- Use e-mail and the Internet to gather information about business phrases in other languages.
- Develop a tip sheet about effective communication strategies in a particular country.
- Demonstrate the free language line interpretation at 1-800-821-0301.
- Invite exchange students to class to talk about the culture shock of their first visit to America.
- Create a data base of common business expressions in various countries.
- Design a business card assuming the student is in a position in an international business. Practice presenting the card.
- Students perform role play about exchange student arriving in the United States and meeting Americans and other exchange students.

Calculate Currency Exchange Transactions

Standards

- G.12.7 Identify currencies used throughout the world
- G.12.8 Calculate simple currency exchange transactions

Directions

In this activity, you will identify currencies used throughout the world and calculate simple currency exchange transactions. You will record prices of a Big Mac at a McDonald's restaurant in your local area and the price of a Big Mac in ten other countries using the local currencies. You will also use a currency exchange chart or web site and convert the price into U.S. currency. As you do this activity and read about McDonald's, you will record unique menu items available at McDonald's restaurants in the ten countries.

Scenario

You work for McDonald's. At today's employee meeting, your boss talked about the large number of McDonald's restaurants in operation all over the world. You were surprised when you heard that there are 24,500 restaurants in 115 countries. You've always believed that McDonald's is "your kind of place," but you wonder if the McDonald's in those 115 countries are like the one in your hometown. Are the Big Macs the same price? Do they serve the same kind of food? Now's the time to find out!

Using the Internet, information from the McDonald's corporate offices, or information supplied by your teacher, complete the chart indicating prices in local currency of a Big Mac for the ten countries listed on the chart supplied by your instructor. As you are investigating McDonald's, record any information you may find about menu offerings in the ten countries.

By using the Internet or the currency exchange chart supplied by your teacher, determine the currency exchange rate for each of the ten countries and record it on the chart. Convert the prices of the menu items into U.S. currency and record the conversion on the chart.

As you do your research, indicate unique items available at McDonald's in various parts of the world.

Calculate Currency Exchange Transactions Chart

Country	Local Currency	Price of Big Mac (with tax)	Exchange Rate	Price Converted to U.S. \$\$
Japan				
England				
Taiwan				
Canada				
Australia				
Belgium				
Brazil				
Denmark				
Italy				
Russia				

Country	Unique Menu Items
Japan	
England	
Taiwan	
Canada	
Australia	
Belgium	
Brazil	
Denmark	
Italy	
Russia	

Student Name _____ Date _____

Calculate Currency Exchange Transactions

Scoring Standard

You must achieve a rating of "yes" on each criterion to demonstrate competence.

Rating Scale

Yes= Covered the criterion accurately and completely.

No= Did not cover the criterion accurately and completely.

Scoring Guide

Criteria	Rating		Comments
1. Record includes price at hometown McDonald's	yes	no	
2. Record includes local currency in ten listed countries	yes	no	
3. Record includes prices of Big Mac in the country's currency	yes	no	
4. Record includes current rate of exchange for each country	yes	no	
5. Calculation includes conversion to U.S. dollars for Japan	yes	no	
6. Calculation includes conversion to U.S. dollars for England	yes	no	
7. Calculation includes conversion to U.S. dollars for Taiwan	yes	no	
8. Calculation includes conversion to U.S. dollars for Canada	yes	no	
9. Calculation includes conversion to U.S. dollars for Australia	yes	no	
10. Calculation includes conversion to U.S. dollars for Belgium	yes	no	
11. Calculation includes conversion to U.S. dollars for Brazil	yes	no	
12. Calculation includes conversion to U.S. dollars for Denmark	yes	no	

Criteria	Rating	Comments
13. Calculation includes conversion to U.S. dollars for Italy	yes no	
14. Calculation includes conversion to U.S. dollars for Russia	yes no	

Teacher _____ Date _____

Directions to Teacher

The student should use the Internet or contact the McDonald's corporate office to research the scenario. Depending on your timeline, you may want to give the students the currency and price information to fill in the chart, instead of having the students research this. Conversions should then be completed. The information included below was compiled by McDonald's in November 1997.

Students will need calculators or a currency exchange web site to complete this activity.

Helpful McDonald's websites and phone numbers:

- McDonald's: (630) 623-3000
- <http://www.McDonald's.com>
- <http://www.mcdonalds.com/corporate/franchise/outside/contacts/index.html> — lists franchise opportunities and e-mail addresses for foreign McDonald's

Currency conversion sources:

- <http://www.rubicon.com> (go to practice areas)
- <http://www.oanda.com> (go to classic currency converter)
- <http://www.infoseek.com>
- <http://www.lycos.com>
- <http://www.xe.net/currency>
- <http://www.usatoday.com>
- <http://www.dogpile.com>

Other student activity ideas for meeting this standard:

- Participate in class discussion.
- Listen to a guest speaker from the banking industry.
- Listen to a guest speaker from McDonald's.
- Research currency used in a country.
- Create a chart for additional McDonald's prices and exchanges to be recorded.
- Look at foreign coins and currency.
- Obtain currency information from an exchange student.
- Give an oral presentation about a country's currency.
- Create a display of foreign currency.
- Create a multimedia presentation about countries and their currencies.
- Prepare an expense report simulating a business trip to another country completing the currency exchanges required.
- Prepare a chart or data.

Currency Exchange Transactions Chart

Country	Local Currency	Price of Big Mac (with tax)	Exchange Rate	Price Converted to U.S. \$\$
Japan	Yen	294.00		
England	Pound Sterling	1.84		
Taiwan	Taiwan Dollar	68.00		
Canada	Canadian Dollar	2.79		
Australia	Australian Dollar	2.60		
Belgium	Belgian Franc	109.00		
Brazil	(New) Cruzeiro	3.10		
Denmark	Danish Kroner	19.75		
Italy	Lire	4500.00		
Russia	Rubles	11,000.00		

Country	Unique Menu Items
Japan	
England	
Taiwan	
Canada	
Australia	
Belgium	
Brazil	
Denmark	
Italy	
Russia	

Requirements for Traveling Abroad

Standard

G.12.9 Identify requirements for traveling abroad

Directions

The world is getting smaller, and it is likely that you will be traveling to a foreign country sometime in your lifetime. For this activity:

1. Read the scenario below and choose a country to research and learn about its border regulations for business and pleasure travelers.
2. Write a brief summary report about the country's border regulations.
3. Fill out a passport application.
4. Compile a list of "What a U.S. Citizen Needs to Do Before Visiting _____ (name of country)."
5. Word process all documents (except the passport application).

Scenario

You are an employee of the DCE Multinational Company. You have never been out of the United States, but today your boss told you that you will be spending three weeks in the country of _____ doing business. (Fill in the name of the country after you have drawn one from the list your teacher provides.)

You're pretty excited . . . The trip is scheduled for six months from now, but you know that there are a lot of things you need to do. Consult the Internet, read travel documents, or talk to a travel agent to find out what the requirements are for entry and exit from your country. Do you need a passport? How do you apply for one, and what do you need to get one? What is a certified birth certificate? How much does a passport cost? Are there special vaccinations or shots required? Is a visa required? Are there any travel warnings posted by the State Department at this time?

Your job is to complete research, fill out a passport application form, and prepare a list of, "Ten Things a U.S. Citizen Needs to Do or Know Before Visiting _____" (name of country) to share with your colleagues who will be traveling with you.

Six months will go by quickly, and soon you'll be packing for your trip. You'll be ready!

Student Name _____ Date _____

Requirements for Traveling Abroad*Scoring Standard*

You must achieve a rating of at least "1" on each criterion to demonstrate competence.

Rating Scale

2= Exceeds expectations

1= Meets expectations

0= Does not meet expectations

Scoring Guide

Criteria	Rating	Comments
1. Report includes country's border regulations for both pleasure and business travelers	2 1 0	
2. Passport application is filled out completely	2 1 0	
3. Passport application is accompanied by all proper attachments	2 1 0	
4. List entitled "What a U.S. Citizen Needs to do Before Visiting _____" includes at least 10 travel requirements for selected country	2 1 0	
5. List is word processed and contains proper grammar, spelling and punctuation	2 1 0	

Teacher _____ Date _____

Directions to Teacher

Prepare a list of countries that you would like your students to explore. Have students randomly draw the name of a country. Each student will need a passport application which can be downloaded from the Internet at http://travel.state.gov/download_applications.html.

You will also need to have available sources of information about appropriate visa or passport requirements for the countries. As an introduction to this activity, invite a travel agent to speak to the students about international travel and requirements.

Students will need the definition for a certified birth certificate.

These additional Internet sites may be helpful:

- http://travel.state.gov/passport_services.html
(defines passport and visas; can download passport application)
- <http://travel.state.gov/foreignentryreqs.html>
(gives information about requirements for entry into countries)
- http://travel.state.gov/travel_warnings.html
(posts warnings about traveling to particular countries)

Note: these Internet sites were available 5/99 and may have changed.

Other student activity ideas for meeting this standard:

- Participate in class discussion.
- Listen to a travel agent guest speaker.
- Share current events and personal experiences related to travel.
- Create a brochure for travelers entering a chosen country listing requirements to enter and exit, tourist information, language tips, and what to pack.
- Complete a travel word scramble.
- Search the Internet for travel advisory sites.
- Role-play a situation where a business person is visiting a specific country and indicate during the role play the documents needed.
- Give a presentation describing the role of U.S. Customs and customs agencies of the world.